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ABSTRACT

As a follow-up to 1985 and 1991 efforts to determine its own effectiveness in providing useful information to the college community, the Office of Institutional Research (OIR) at Florida's Miami-Dade Community College conducted a self-evaluation in 1994. Questionnaires were mailed to 296 department chairs, Board members, and other professionals who receive research report abstracts and information capsules, generating a response rate of 37% (n=109). Study findings included the following: (1) 84% of the respondents were faculty members, and the largest area of responsibility indicated by respondents was academic affairs (26%); (2) 98% of the respondents were aware of receiving reports, and 65% used the results in decision-making; (3) 96% of the users perceived the OIR information as accurate and 90% thought it was objective; (4) compared to results from the 1991 evaluation, respondents' perceptions of the OIR's timeliness of data slipped from 92% in 1991 to 86% in 1994; (5) 93% of the individuals who requested information from the OIR by phone or in person indicated that they had a positive experience; (6) improvements suggested by respondents were related to providing better assistance to individual departments in conducting follow-up surveys, wider dissemination of data to faculty, and more campus interaction; and (7) most of the suggestions for future research topics related to outcomes ard effectiveness measures. Appendixes provide information on OIR goals, the survey instrument, and sample responses to open-ended questions. (TGI)

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ED 390 514

AN EVALUATION OF MIAMI-DADE's OFFICE OF INSTITUTIONAL RESEARCH

Research Report No. 95-01R

January 1995

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Institutional Research

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Miami-Dade Community College

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AN EVALUATION OF MIAMI-DADE's OFFICE OF INSTITUTIONAL RESEARCH

Research Report No. 95-01R

January 1995

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An Evaluation of Miami-Dade's Office of Institutional Research

Introduction

Every department that provides service needs to stop occasionally and ask how its users perceive its efforts. Many businesses are aware of this and send follow-up surveys after contact. The office of Institutional Research also wants to be an effective department that provides a good level of service to its users. This means that we attempt to:

--provide information that is useful in decision-making.
--supply accurate data and unbiased interpretations of it.
--produce a variety of information.
--anticipate and meet the needs of our users.
--provide timely data.
--maintain visibility so people will know to come to us for information.

The overall purpose of IR is to provide information on Miami-Dade and its students. Most of the information people receive is in the form of either research reports or information capsules. Research reports are voluminous and include text and detailed tables. Users first receive an abstract of the report and must return the top portion in order to receive the full document. Information capsules are self-contained and are limited to 2-3 pages of text and tables. A third common report that M-DCC users see is the enrollment report which is generated daily during peak registration periods, and weekly otherwise. It contains only numbers and no text.

The office divides its time among four functional areas: educational research, reports, testing and placement, and consulting/information sharing. The studies generated under the area of "educational research" are aimed primarily to aid decision-making and are probably the most visible part of staff work. These studies may address college-wide issues (e.g., retention, college preparatory), special projects (e.g., Teaching/Learning,

Self-Study), or campus-level concerns. An area that is invisible to most users at the College is the completion of state and federal reports and data requests, although many are familiar with enrollment reports and projections. The coordination of testing and placement has fallen under IR's direction through the Research and Testing Committee and the appointment of a staff member to serve as the institutional test administrator for CLAST. Finally, much time is spent in consulting and information sharing by working with M-DCC personnel and outside agencies who need additional data, serving on state and national committees, and talking with visitors who are interested in our office. A full list of the IR goals under each of these areas can be found in Appendix A. How these goals are carried out by the three teams that comprise the IR staff is included in Appendix B.

Background on Evaluating IR

This is not the first time that IR has conducted an evaluation. The first took place ten years ago in 1985 and resulted in a report entitled "Who Uses Institutional Research and Why?" (R.R. No. 85-22). Another was conducted in 1991; the results are contained in a report entitled "How are we Doing? Institutional Research Looks at Itself" (R.R. No. 91-14R). The current evaluation repeats the prior process by surveying all individuals who are on our mailing list to receive research report abstracts and information capsules. This list includes all department chairpersons and above, as well as individuals who have requested that they be included in mailings. The survey was essentially the same one used in 1991 with only modest changes. Effectiveness indicators and IR goals were checked against survey items to ensure that all items that could appropriately be addressed by this group were included in the survey. A copy of the survey can be found in Appendix C.

Results

Who Received and Returned the Survey?

The survey was mailed to 296 individuals and returned by 109 for a return rate of 37%. The bulk of the mailouts were sent to department chairpersons (34%) and other professionals (37%), including Board members. In terms of the percentage who returned

the survey, however, faculty members were most likely to respond; 84% (16/19) returned their surveys. Full details can be found in Table 1.

Respondents were also asked to indicate their area of responsibility. The largest category (selected by 26%) was academic affairs. The second largest category (22%) was "other" which included such areas as library, school and community relations, legislative, grants, EA/EO, and continuing education. The remaining categories were multiple areas of responsibility (18%), classroom (16%), student services (14%), and business and finance (4%).

Level of Information Use

We know the number of IR reports that are sent out. We also know how many people request a full report after receiving an abstract. But between those two events we have little information about what happens to a report or information capsule after it leaves this office. Are people even aware that they have received the report, i.e., does it blend in with all the other mail? Do they take the time to at least skim the report? If so, did they find it of enough interest and value to share with others? Most importantly, was the information used in decision-making, the ultimate goal of most reports?

Table 2 displays the results for the survey items related to level of information use. These have been further summarized through Figure 1. Note that most users were aware that they had received reports (98%) and had at least skimmed them (93%). In addition, over 90% reported that they had shared reports with others. Finally, almost two-thirds (65%) had used reports in decision-making. Deans and Associate Deans were most likely to use reports in decision-making, with 80% of the respondents indicating they had done so. These results seem fairly high given that many users, especially faculty and other professionals, do not have the opportunity to use the data in decision-making because of their roles.

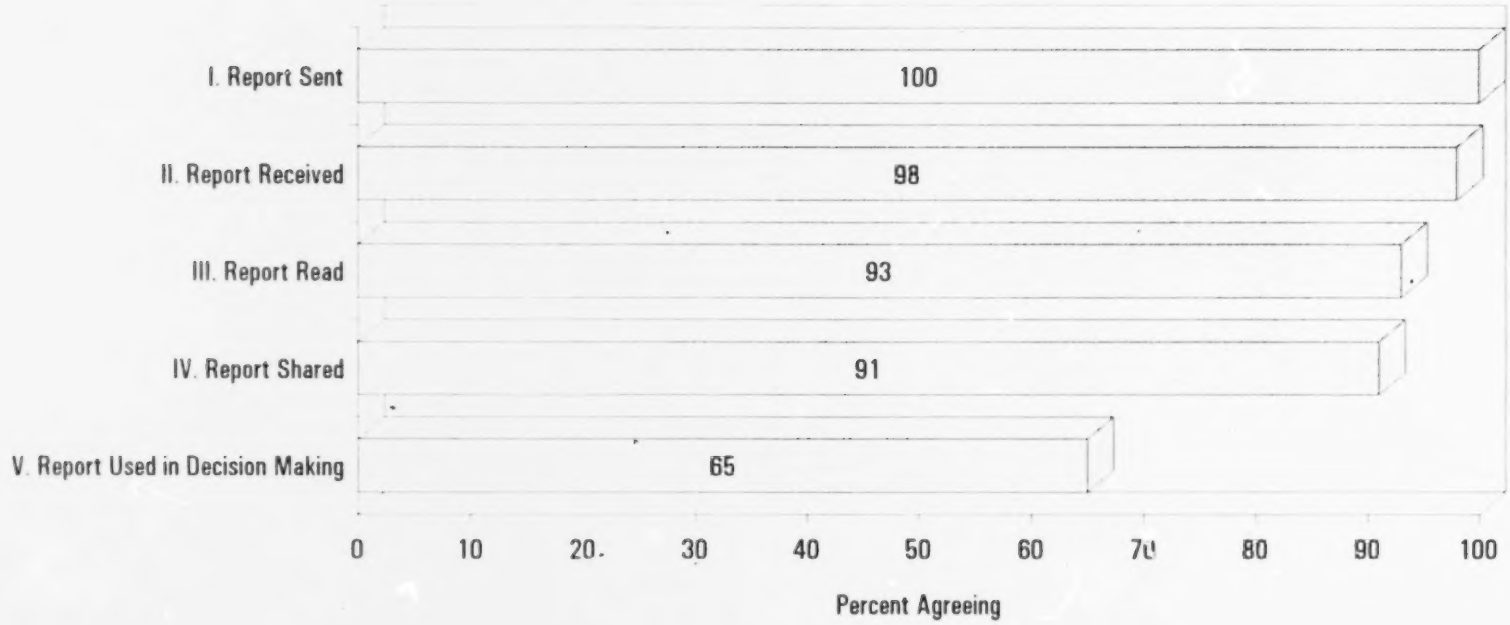

Figure 1. Level of Use of Institutional Research Reports

IR_SURV XLS Chart 2

As part of these items, respondents were asked to name a publication that they recalled as being particularly interesting or helpful. The most frequently cited publications referred to CLAST information, the recent student survey on services, and enrollment information and demographics. When asked for reports that needed improvement, most responded that there were none. Most respondents mentioned the same areas when asked about reports they had shared, but information on high school draw was added. These same categories occurred under reports used in decision-making with the addition of some nursing research that the office completed. The full listing can be found in Appendix D.

Evaluation of IR Publications

Most users are aware of the IR office through its publications. It seemed appropriate, therefore, to ask users to evaluate this important component. Users were asked to evaluate the publications on timeliness of the topic, usefulness of information for decision-making, readability, accuracy, ability to sustain interest, and objectivity. The results are shown in Table 3. Respondents gave either "good" or "excellent" ratings over 90% of the time in the areas of accuracy (96%) and objectivity (90%). Respondents gave above average ratings over 80% of the time in the remaining four areas: timeliness (86%), usefulness of information for decision-making (84%), readability (86%), and ability to sustain interest in a topic (80%). These findings indicate that while the information was perceived as accurate and objective, users sometimes found the reports to be a little boring and dry.

Since these same items were used in the 1991 survey, comparisons were also made to those results to see if improvements or slippages had occurred over time. Figure 2 displays the results. Note that the percentage of above average responses was quite high on both occasions. The one place where some slippage occurred was on ratings of timeliness, down from 92% in 1991 to 86% in 1994. This could be due to the large turnover in personnel the office experienced during this time. Improvement occurred in ratings of ability to sustain interest in the topic, which moved from 72% to 81%.

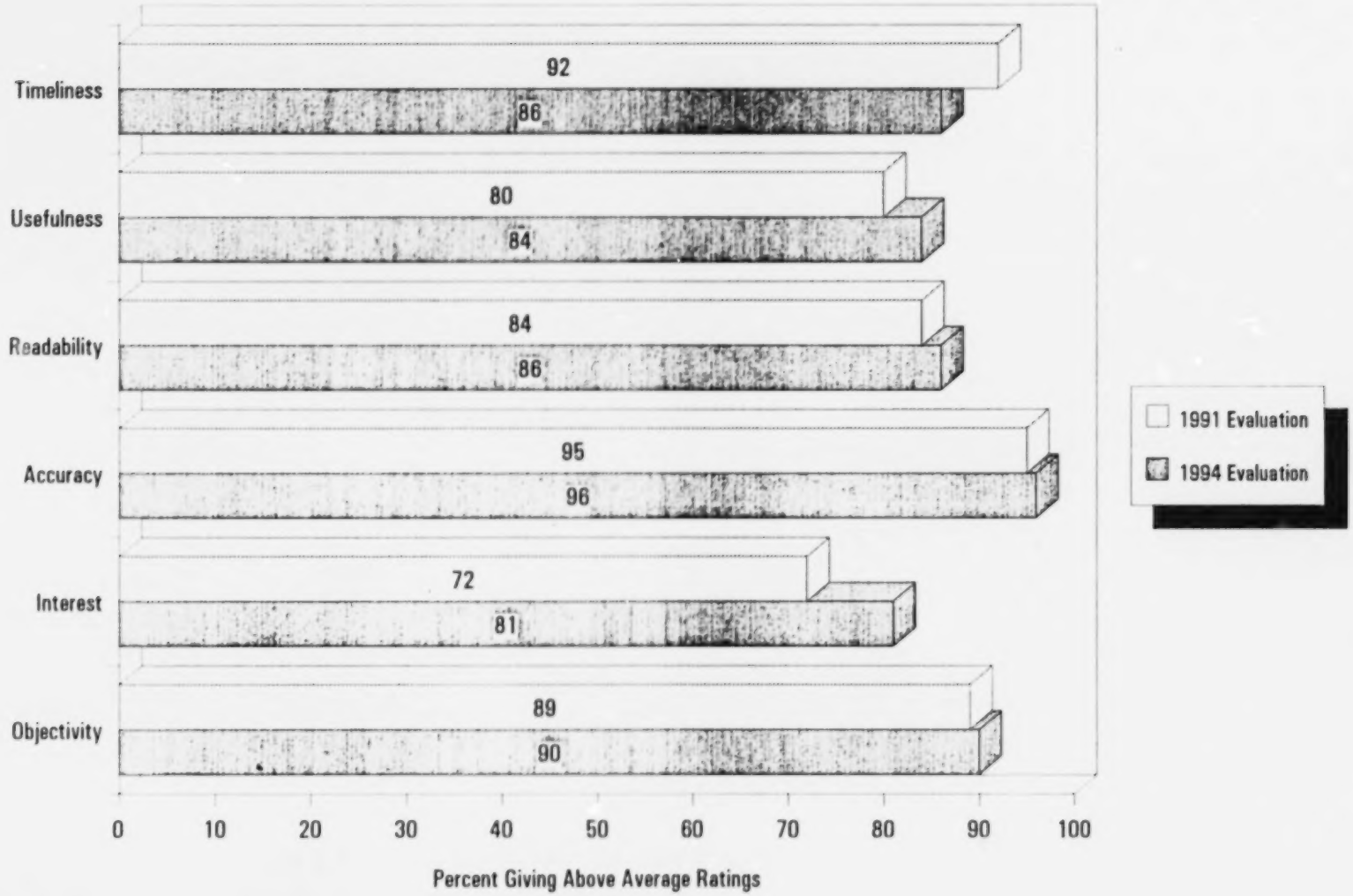

Figure 2. 1991 and 1994 Ratings of Institutional Research Reports

IR_SURV.XLS Chart 3

Evaluation of Experience Working with IR

Besides producing reports, one of the other major ways that IR interacts with users is by phone and in person, providing data for special needs that are not readily available in published form. Of those who returned the survey, 28% or 27 of the 97 who answered this item agreed that they had worked with our office in the past six months. This group was asked to respond to five questions, asking for a rating on the usefulness of the information, the length of time that passed before receiving the information, the understandability of the information provided, and the helpfulness and knowledge level of the IR person with whom they worked. Table 4 contains the results. You will note that 25 individuals (93%) indicated they had a positive experience in all five areas and 2 individuals (7%) did not. Appendix E contains the comments on item 12 (What would have improved the working relationship?) and item 13 (what did you find most satisfactory?). About the only theme for change that emerged from the responses to item 12 was the desire for greater interaction. What users seemed to find most satisfactory was the helpfulness of the staff and the quick turnaround on data requests.

Perceived Strengths of the IR Office

"What do you think is the Institutional Research office's greatest strength?" respondents were asked. The responses were sorted into four categories: *Data Access and Quality, Readiness/Proactive Stance, Personnel/Human Resources*, and *Other*. The greatest bulk of responses fell into the *Data Access and Quality* category, followed by *Personnel/Human Resources*, then *Readiness/Proactive Stance*. Very few responses needed to be relegated to the *Other* category.

Under *Data Access and Quality*, respondents mentioned characteristics such as "pulling data quickly when needed," "quality of your analysis," and "valuable data to support decisions." Those who mentioned *Personnel* as a strength cited things such as "thorough and courteous service," "professionalism, competency," and "helpfulness of staff." Responses which fell under the category of *Readiness/Proactive Stance* were focused around the ability to provide information in a timely fashion and to even anticipate data needs. See Appendix F for a full listing of comments.

What Would Improve Performance

Users were also asked to respond to the question "What would most improve Institutional Research's performance?" Responses were sorted into six categories: *Planning and Linking, Campus-Level Focus, Changes in Presentation of Results, Resources, Topics,* and *Other*. The largest group of responses fell under *Planning and Linking* and included a variety of suggestions. These included "assistance to our individual departmental needs for graduates & employer follow-up (needed for accreditation)," "wider dissemination to faculty," and "more campus interaction to 'shed light' with data."

Another large category was *Resources* where users had suggestions ranging from more staff and more support from Computer Applications Programming, to changes in the ways data are handled. Those who had comments that were grouped under *Campus-Level Focus* were interested in providing more data that were campus specific. Suggestions for *Changes in Presentation of Results* included sharing software and methods, providing new ways of presenting the data, and working on prose. Under *Topics*, no consensus emerged on what should be addressed, while most of the comments that fell under *Other* indicated that everything was fine. See Appendix G for the full listing of comments.

Next Topics

A variety of suggestions emerged when users were asked "What issue or topic would you like to see Institutional Research address during the next six months?" The responses were grouped under the four large categories of *Outcomes and Effectiveness Measures, Student Demographics, Financial,* and *Other*.

The largest group of responses fell under *Outcomes and Effectiveness Measures*, so these were further subdivided into the categories of *Alumni, CLAST, College Preparatory, Recruitment and Retention, Surveys,* and *Various*. Suggestions under *College Preparatory* ranged from determining if we are remediating more students, to retention and success studies of various College Preparatory courses and programs. *Alumni* studies included follow-up of graduates and surveying their employers. *CLAST* suggestions mainly involved relating test performance to classroom and workshop completion. Those who had

suggestions that fell under the category of *Surveys* had a variety of ideas, but most involved the basics of measuring satisfaction. The remaining responses were grouped under the category of *Various*.

Users who had suggestions that were included under the rubric of *Student Demographics* were interested in information on disabilities, gender, and enrollment trends, including the impact that FIU has had on enrollment. The few suggestions that were included under the category of *Financial* all involved looking at funding issues. The remaining category, *Other*, was a hodgepodge that included the cultural basis of learning style, grade inflation, and broad topics such as the role of liberal arts in the community college and discovering a new paradigm for thinking about M-DCC students. The full listing can be found in Appendix H.

Conclusions and Recommendations

The office of Institutional Research wants to be an effective service-oriented department. The overall purpose of the office is to provide information about Miami-Dade and its students. We have agreed that an effective IR office is one which provides information that is useful in decision-making, supplies accurate data and unbiased interpretations, provides a variety of information, anticipates and meets the needs of users, and is timely and visible. To see if we were meeting these criteria and to ascertain if there were areas where we could improve, a survey of M-DCC users was conducted. Since the survey was very similar to one conducted in 1991, comparisons could also be made in performance on the two occasions.

Results indicated that IR is generally doing an excellent job, at least as evidenced by the 37% who returned the survey. In all areas, the office received "good" or "excellent" ratings over 80% of the time, and 65% indicated they used our data in decision-making. Ratings were similar to those obtained in 1991, though the rating on timeliness of reports was down slightly and the rating on ability to sustain interest was somewhat higher. IR strengths were perceived to be data access and quality, readiness to provide information,

and the quality of its personnel. Suggestions on what would improve performance included more time spent in planning and linking with others at the College, more campus-level focus, suggestions to change the ways results are presented and accessed, and more resources. Most suggestions for research topics related to outcomes and effectiveness measures, including alumni and employer follow-up, CLAST, College Preparatory issues, recruitment and retention, and various surveys related to satisfaction with college services.

The IR office is pleased with these results and thanks those who returned the surveys. We have taken the variety of suggestions under advisement. Indeed, work is already underway on a College Preparatory research agenda and we are looking at the longer-term possibilities of how IR data can be accessed and disseminated by computer.

Table 1

Number Who Received and Returned Survey by Job Title

Job Title	Number of Mailouts	Percent of Total Mailouts	Number of Returns	Percent of Total Returns	Percent of Surveys Returned
Department Chair	100	33.8%	40	36.7%	40.0%
Dean/Associate Dean	56	18.9%	26	23.9%	46.4%
President/Vice-President	11	3.7%	5	4.6%	45.5%
Other Professional	110	37.2%	22	20.2%	20.0%
Faculty	19	6.4%	16	14.7%	84.2%
Total	296	100.0%	109	100.0%	36.8%

Table 2

Extent of Use of Institutional Research Reports

Responses	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Do you receive Institutional Research publications?				
Yes	107	98.2%	107	98.2%
No	2	1.8%	109	100.0%
Do you read (or skim) Institutional Research publications?				
Yes, almost all of them	71	65.7%	71	65.7%
Yes, many of them	29	26.9%	100	92.6%
Yes, a few of them	8	7.4%	108	100.0%
No	0	0.0%	108	100.0%
Frequency Missing = 1				
Do you share information contained in the Institutional Research Publications with others?				
Yes, often	50	47.2%	50	47.2%
Yes, Occasionally	47	44.3%	97	91.5%
No	9	8.5%	106	100.0%
Frequency Missing = 3				
Have you used Institutional Research reports or data in decision-making?				
Yes	64	65.3%	64	65.3%
No	34	34.7%	98	100.0%
Frequency Missing = 11				

Table 3

Evaluation of Institutional Research Publications

Responses	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Timeliness of Topic				
poor	1	1.0%	1	1.0%
mediocre	1	1.0%	2	2.0%
average	12	12.2%	14	14.3%
good	55	56.1%	69	70.4%
excellent	29	29.6%	98	100.0%
Frequency Missing = 11				
Usefulness of Information for Decision-Making				
poor	2	2.1%	2	2.1%
mediocre	5	5.3%	7	7.4%
average	8	8.4%	15	15.8%
good	50	52.6%	65	68.4%
excellent	30	31.6%	95	100.0%
Frequency Missing = 14				
Readability				
poor	1	1.0%	1	1.0%
mediocre	0	.	0	.
average	13	13.4%	14	14.4%
good	47	48.5%	61	62.9%
excellent	36	37.1%	97	100.0%
Frequency Missing = 12				
Accuracy				
poor	0	.	0	.
mediocre	1	1.3%	1	1.3%
average	2	2.6%	3	3.9%
good	41	53.9%	44	57.9%
excellent	32	42.1%	76	100.0%
Frequency Missing = 33				
Ability to Sustain Interest in Topic				
poor	1	1.0%	1	1.0%
mediocre	1	1.0%	2	2.1%
average	17	17.5%	19	19.6%
good	54	55.7%	73	75.3%
excellent	24	24.7%	97	100.0%
Frequency Missing = 12				
Objectivity				
poor	0	.	0	.
mediocre	1	1.1%	1	1.1%
average	8	8.5%	9	9.6%
good	43	45.7%	52	55.3%
excellent	42	44.7%	94	100.0%
Frequency Missing = 15				

Table 4

Evaluation of Individual Service

Responses	Frequency	Percent	Cumulative Frequency	Cumulative Percent
The Information I Received Was Useful				
strongly disagree	2	7.4%	2	7.4%
agree	5	18.5%	7	25.9%
strongly agree	20	74.1%	27	100.0%
Frequency Missing = 82				
I Received the Information Within a Reasonable Time				
strongly disagree	2	7.4%	2	7.4%
agree	4	14.8%	6	22.2%
strongly agree	21	77.8%	27	100.0%
Frequency Missing = 82				
I Understood the Information I Received				
strongly disagree	2	7.4%	2	7.4%
agree	4	14.8%	6	22.2%
strongly agree	21	77.8%	27	100.0%
Frequency Missing = 82				
The Person Who Worked With Me Was Helpful				
strongly disagree	2	7.4%	2	7.4%
agree	1	3.7%	3	11.1%
strongly agree	24	88.9%	27	100.0%
Frequency Missing = 82				
The Person Who Worked With Me Was Knowledgeable				
strongly disagree	2	7.4%	2	7.4%
agree	1	3.7%	3	11.1%
strongly agree	24	88.9%	27	100.0%
Frequency Missing = 82				

APPENDIX A

INSTITUTIONAL RESEARCH GOALS

I. EDUCATIONAL RESEARCH

A. Initiate research and evaluation studies to aid in administrative decision making.

B. Serve as a resource on issues of importance to the College such as EA/EO concerns, attrition/retention, upper division transfer, etc.

C. Provide research support for special college projects such as the Teaching/Learning Project, the Self-Study Project, and Program Review.

D. Provide research support to campuses, faculty, and staff through the campus liaison function.

II. REPORTS

A. Create, verify, transmit, and maintain the Student Data Base files from which most State reports are generated.

B. Provide and verify the state reports from the SDB files, as well as local data for accountability reporting.

C. Review and evaluate current reports for efficiency and accuracy, revising as needed.

D. Provide updated enrollment projections for State reports and internal budget use.

E. Supply information to State and Federal offices as necessitated by other data requests.

III. TESTING AND PLACEMENT

A. Coordinate College-wide assessment of students, including basic skills assessment and CLAST.

B. Coordinate all necessary programming for the testing and placement areas.

C. Provide periodic research reports on the test performance of Miami-Dade students including the relationship between test scores and the curriculum.

D. Provide expertise to faculty and administrators as they deal with testing issues in local, State and national forums.

IV. CONSULTING/INFORMATION SHARING

A. Present ideas and/or research findings through reports, capsules, and presentations at professional meetings.

B. Serve on local, State, and national task forces that require expertise in the areas of research, State reports, or testing and placement.

C. Provide data to external agencies or individuals, following college policies and procedures for data sharing.

APPENDIX B

MIAMI-DADE COMMUNITY COLLEGE- INSTITUTIONAL RESEARCH TEAMS- 1995

CM TEAM Inputs/Demographics/Projections/FTE	MJB TEAM rogram Evaluation/Follow-up/Accountabilit	JR TEAM Testing/Curriculum Evaluation
----------GOAL I- Educational Research----------		
Support for Strategic Goals Task Forces: -Recruitment and Enrollment (CM) -Early Care and Education (HIB)	**Support for Strategic Goals Task Forces:** -Occupational Ed (as requested)	**Support for Strategic Goals Task Forces:** -Education (JR)
College Prep Research Agenda	**Teaching/Learning Project:** -Evaluation -Assist with Feedback Instrument	**Curriculum Review Projects:** -Assist with Math Review -Consult on ESL Testing/Curriculum -Assist with Reading/English Reviews
	College Prep Research Agenda	
Campus Liaison- North, Wolfson	**Campus Liaison- Kendall, Medical**	**Campus Liaison- Homestead**
----------GOAL II- Reports----------		
Student Data Base: -Create and submit files -verify course data, FTE, dual enrollment, sit waivers, basic demos, financial aid, non-FT courses, etc -FTE1, FTE2, FTE3 Reports -EF2 Report	**Student Data Base:** -verify program data, graduate data - AA1-A, 1B, 1C reports	**Student Data Base:** -verify testing data, acceleration data
Other State/Federal Reports: -FTE estimates for State -Capitol Outlay Projections -Outyear State Projections -Title III eligibility -NACUBO Report	**Other State/Federal Reports:** -FETPIP Data submission -FETPIP Follow-up Software Reports -CARS (Coordinate data collection) -Equity (Program/course data) -Equity (enrollment/demographic data) -EA3 Report -State Accountability Outcome Measures -Ability to Benefit	**Other State/Federal Reports:** -BS-1 Report -Readiness for College- data verification -CLAST waiver reports

MIAMI-DADE COMMUNITY COLLEGE- INSTITUTIONAL RESEARCH TEAMS- 1995

CM TEAM Inputs/Demographics/Projections/FTE	MJB TEAM rogram Evaluation/Follow-up/Accountabilit	JR TEAM Testing/Curriculum Evaluation
GOAL III- Testing and Placement		
		-Oversee CLAST administration -Oversee BSA administration -Develop Placement Document -Coordinate programming for placement changes -Oversee CLAST/ BSA/CLEP/TOEFL Budgets
GOAL IV- Consulting/Information Sharing		
	Factbook	
Internal Reports/Capsules: -Weekly enrollment/Demo tracking report -High School Draw -Fall Profile -Annual Profile -SOAP Reports -Top 20% Draw by Quintile -Student Success/College Prep Success	**Internal Reports/Capsules:** -P&F Internal Reports -Graduate Profile -Write-up of Accountability Report -Graduating Students Survey -Vocational student profiles -Teaching/Learning Evaluation reports -Non-US Citizen profiles	**Internal Reports/Capsules:** -Enrolled student survey reports -Working students demographics -EPT/CPT Norms -CLAST Summary reports per administration -CLAST curriculum reports -Write-up readiness for college data
Committees: -Chair, Research and Testing Committee -Representative to Academic Affairs	**Committees:** -MISATFOR, past Chair -Research and testing Committee -State Accountability Outcomes Committee -National Committee on Accountability	**Committees:** -Research and testing Committee -Representative to Student Services Committee -Political Awareness Steering Committee -Chair Testing Directors Subcommittee -State Single Placement Test Committee -CLAST ITA committee at State Level
External Surveys/Data: -All demographic surveys	**External Surveys/Data:** -All follow-up/program data surveys	**External Surveys/Data:** -All testing surveys

APPENDIX C

MIAMI-DADE COMMUNITY COLLEGE
INSTITUTIONAL RESEARCH

EVALUATION OF SERVICES AND PUBLICATIONS

1. **What is your role? (check one)**
   ___ Department chairperson
   ___ Dean or Associate Dean
   ___ Vice-President/President
   ___ Other professional
   ___ Faculty

2. **What is your area of responsibility (check one)**
   ___ Academic Affairs
   ___ Student Services
   ___ Business & Finance
   ___ Classroom
   ___ Multiple Areas
   ___ Other_____

3. **Do you receive Institutional Research publications?**
   ___ Yes (please continue)
   ___ No (please return survey at this point; thank you.)

4. **Do you read (or skim) Institutional Research publications?**
   ___ Yes, almost all of them
   ___ Yes, many of them
   ___ Yes, a few of them
   ___ No.

   If yes, what was one that you recall as being particularly interesting or helpful?

   _____

   What was one that needed improvement?

   _____

5. **Do you share information contained in the Institutional Research publications with others?**
   ___ Yes, often
   ___ Yes, occasionally
   ___ No.

   If yes, what is one publication you remember sharing?

   _____

6. **Have you used IR reports or data in decision-making?**
   ___ Yes
   ___ No

   If yes, what is the publication you remember using?

   _____

(over)

7. **Using the following scale, please rate Institutional Research publications on the following characteristics:**

1=Poor
2=Mediocre
3=Average
4=Good
5=Excellent

___ Timeliness of topic
___ Usefulness of information for decision-making
___ Readability
___ Accuracy
___ Ability to sustain interest in topic
___ Objectivity

8. **What do you think is the Institutional Research office's greatest strength?**

_____

_____

9. **What would most improve Institutional Research's performance?**

_____

_____

10. **What issue or topic would you like to see Institutional Research address during the next six months?**

_____

_____

11. **Some people make requests of Institutional Research for information that is not already available in published form. Did you work with our office in the past six months to get data that were not readily available?**

___ Yes
___ No (please return survey here; thanks for your help).

If yes, using the scale below, please respond to the following statements:

----------1----------2----------3----------4----------5----------
strongly disagree disagree neutral agree strongly agree

___ The information I received was useful.
___ I received the information within a reasonable time.
___ I understood the information I received.
___ The person who worked with me was helpful
___ The person who worked with me was knowledgeable.

12. **What would have improved the working relationship?**

_____

13. **What did you find most satisfactory?**

_____

_____

Thank you for your input. Return this form by October 14 to Institutional Research at Bonnie McCabe Hall, Room 5601, Wolfson Campus.

MJB:ALB:ab
9/29/94

AB94117

Appendix D

SURVEY OF INSTITUTIONAL RESEARCH READERSHIP

Responses Related to Institutional Research Publications Questions

Do you read (or skim) Institutional Research publications?
If yes, what was the one that you recall as being particularly interesting or helpful?

- CLAST, # going to B.S. programs (student follow-up & recruiting).
- CLAST Scores/Grade Distribution.
- Student enrollment info - numbers, ethnic distribution.
- Student performance in MAPS/CPT.
- Graduating students survey.
- Fall to Fall Profiles.
- CLAST Reports, High School Preparedness.
- Student profiles, drop-out rates.
- Don't remember!!?
- CLAST Results now THAT THEY ARE BY CAMPUS.
- Evening student assessment of service.
- Student Service evaluation 94-10R.
- CLAST Test results.
- Recent review of student satisfaction with college services.
- The issue Re: Miami Dade demographics, etc. & student status academically.
- Graduates from Dade County High Schools.
- CLAST DATA.
- Student Profiles.
- All of them.
- FACT BOOK.
- All testing related reports, student profile's satisfaction survey reports.
- Info a few yrs. back on International Students.
- ?
- On CLAST.
- CLAST scores; grad. rates.
- Information Capsule # 94-09C "Readiness of Dade County H.S. Graduates for College;" very informative as I am involved in TEOFL Prep initiative for Dade County.
- Profiles/Demographics on student population.
- CLAST passing rate.
- Research Report No. 93-10R.
- Don't remember.
- Those dealing with preparedness/performance of student population.
- Student Profile with campus break downs and credit count.
- Minority Statistics.
- All.
- CLAST results, entering student profile.

- Shift of students on campuses, followup hurricane/Evening Students' views.
- Fall Student Profile (4/93).
- All of the enrollment data - helpful.
- FACT BOOK & many others.
- The one that provides enrollment info per program.
- Minority Data - Trends - Directions (for Grant requests).
- The CLAST information is always especially helpful to me.
- Assessment of MDCC services.
- All student reports.
- More than one - those dealing with remediation.
- Profile of incoming students.
- Graduate responses on how the college served them.
- All are int. & helpful.
- Ethnic Break Down of Students By Campus.
- An eight-year summary of Associate Degree Outcomes No. 91-15R.
- Like brief overviews of info.
- All information regarding H.S. preparedness.
- High School enrollment draw.
- Graduate data & entry preparedness.
- 94-09C.
- Student enrollment characteristics.
- CLAST reports & College-Prep Data.
- MDCC "Computerized Placement Test Norms."
- CLAST & S.
- Profiles of Outreach Students, non-traditional, evening students, Fall Student profile.
- CLAST results.
- (1) 10th grade achievement. (2) CLAST score info.
- Ethnic Population of MDCC & CLAST Results.
- Student data - profiles.
- Information on incoming students.
- All are helpful; however, I'm more interested in occupational/vocational ed. related or those "others" showing relative small numbers versus total students.
- Latest capsule on student satisfaction - looking forward to report.
- All of the ones dealing with CLAST (I.C. No. 94-01C, for example).
- Student Draw Reports; Demographic Reports.
- Trend, Data, Statistics.
- Graduate profile.
- Student testing performance (Basic Skills).
- CLAST Essay Passing Standards # 19-17C 9/91 Student Characteristic s by Citizenship Status # 92-03C.
- Needs of Day & Evening students.
- All reports on student outcomes - and student opinions.
- Enrollment Patterns; Student Demographics; CLAST, etc.
- Campus enrollment data.
- HS Draw/Ethnic Profile/CLAST.
- All interesting - Clast Analysis fabulous.

- Annual Profile.
- Readiness of high school graduates for college.
- High school draw.
- Demographics (student population).
- Enrollment analyses; CLAST analyses; success data.
- Enrollment statistics by campus.
- N.A.
- No recall.
- 94-10R, 94-11R.
- Information re: Dual Enrollees.
- Demographics re student enrollment.
- No recall.

What was one that needed improvement?

- None.
- We need a better sense of what questions our students routinely miss (CLAST).
- One does not readily come to my mind.
- None.
- N/A
- None that I can recall.
- None.
- Some were too cumbersome for my interest.
- N/A
- ?
- None - very impressive analysis.
- Cannot think of one that I could evaluate as needing improvement.
- N/A
- None that I can recall.
- No
- None specifically; many raised questions for which I would have liked additional data and/or analysis.
- ?
- N/A
- I'd like to see distributions made within categories: "Black"; "Hispanic."
- None.
- ?
- CLAST data.
- High School Draw.
- ?
- None.
- They are all excellent!
- N/A
- None.
- None - All are well done.
- N/A
- Trend (comparisons).
- No certain.
- Basic skills.
- Last one Student Services - Actual Population of Survey vs enrolled (student ????????????).
- No recall.

Do you SHARE information contained in the Institutional Research publications with others?

If yes, what is one publication you remember sharing?

- Above (#4).
- CLAST Scores/Grade Distributions.
- Student performance in MAPS/CPT/CLAST.
- Research abstracts.
- CLAST Results.
- College Prep level of H.S. Students.
- Students attending the college from the public schools.
- Fall Term Student Profile.
- The ones mentioned in Item 4.
- Remediation.
- Above.
- The ones on ESL.
- I share almost all w/ department & have referenced several in reports or projects.
- See 4.
- CLAST; HS make up & pool of students.
- Several.
- Probably one of the CLAST reports.
- Enrollment shifts & CLAST.
- Above plus Research Report No. 89-28R.
- Don't remember (sorry!).
- Enrollment Data.
- Minority information.
- Enrollment Analysis.
- Cited above.
- Matriculation data for transfers to SUS.
- I use the Fact Book and data about students and graduates in writing grants for outside funding.
- Student Profile.
- Shared info. on CLAST and demographics with students in my classes.
- Program/Graduation information.
- Share student reports with faculty.
- I shared many issues with the Self-Study transfer comm.
- Ethnic Profiles.
- CLAST, Demographics.
- As above.
- Where our students come from, level of satisfaction after grad.
- Share with all staff.
- CLAST results of last testing.
- Enrollment Management Status Report.
- CLAST.
- DCPS math performance of H.S. students.
- Same as above - Population of students @ MDCC.

- Occup. Ed. Majors: Graduation Rate/Placement/Declared Majors etc.
- Fall profiles-
- I share all the CLAST reports, and many of the High School one.
- See # 4.
- Minorities (ratio needed for marketing the institution) Enrollment.
- Outcomes of college prep. students.
- Student surveys - enrolled & graduating.
- The ones mentioned on #4.
- High School draw.
- HS Draw.
- See above.
- Highschool draw.
- Racial and/or ethnic status of students.
- Enrollment Statistics -- graduation statistics - minority breakdown.
- 94-08R (Accountability at Miami-Dade Community College: A Report to the State).

Have you used IR reports or data in decision-making?

- Above.
- Your abstracts provide us with good background information for policy analysis and development.
- Many for self-study reports.
- Clast results, grade distribution.
- CLAST - helps to finetune my course requirements.
- Evening Student Appraisal of Service.
- 94-10R where to place services.
- CLAST info.
- Student profile.
- The same publications mentioned in Item 4.
- Demographic Data - Zip Codes.
- FACTBOOK, Alumni survey.
- Basic skills test norms (entry CPT testing)
  Student surveys of satisfaction at MDCC & it's services.
- The Annual Equity Report.
- CLAST.
- RR No. 89-28R.
- Several - Student Demographics.
- CLAST info.
- MCC pre-program students at other campuses.
- Past year - Decisions about selection of students into Accelerated Nursing based on reading scores.
- Outcomes (5/94).
- The last grant request.
- ?
- Program data - Assessment of services - Info on recruitment - feeder high schools.
- Nursing Research for changes in selection criterion & program progression.
- Numerous.
- Publications regarding DCPS students.
- CLAST in sharing info with MGF1113 students in my classes.
- Many.
- Fall student profile.
- CLAST results.
- Fall profiles, graduates, qualitative.
- I.C.'s on CLAST - IC - No. 94-08C.
- See # 4.
- Enrollment - pertinent & crucial info.
- Numerous ones, i.e. Fact Book, GPA of students, etc.
- Enrolled student evaluations of services.
- None in particular.
- The ones mentioned on #4.
- High school draw.
- HS Draw.

- No, in sense of content input to direct decision; yes, in sense of understanding college.
- CLAST results Feb 1993.
- Financial Aid info in Outreach Center's report.
- As above.
- Decisions regarding English & Mathematics requirements & curriculum, e.g. reading requirement.

Appendix E

Comments on Items 12 (Improving Working Relations) and Item 13 (What Was Most Satisfactory).

ITEM 12: What would have improved the working relationship?

- Staff have always been very responsive & helpful.
- Appoint an IR person to work with specific campus.
- No change - most responsive and supportive group.
- A great office.
- Opportunities for interaction - verbally in an organized forum.
- Ability to provide customized analysis; greater understanding (on my part) of what analyses are possible.
- Easier access to main frame data query ability.
- Opportunity to question and discuss the findings and perhaps conduct follow up survey to verify or challenge the data.

ITEM 13: What did you find most satisfactory?

- Their willingness to discuss ideas.
- The competence of the entire staff!
- A great office!
- Willingness to help!
- The accuracy of the data & the staff's responsiveness.
- Willingness to provide avail info.
- Willingness to help and great to work with.
- Helpfulness of staff.
- The quick turn-around time, and the willingness of two staff members to respond almost immediately.
- I had a place I could ask for data and she very kindly gathered it for me.
- The helpful attitude.
- Cooperative attitude esp. from Cathy M, Sylvia F, & Marcia B.
  Keep up the good work! Chris Migliaccio.
- The level of interest showed by the staff in sharing information and working with me.
- Over a year ago I needed special research not already available & service relationship was very positive and info. was made available on time for our implementation - Thanks!
- Quick turnaround, it was what I wanted.
- Your help.
- Willingness to cooperate, interest in topic, suggestions made.
- Quality of the written reports.
- The attitudes of the persons I have worked with to secure information.
- Prompt responses.
- Willingness to help.
- Very helpful.

Appendix F

Responses to the Question "What do you think is the Institutional Research office's greatest strength?" Sorted by Content

DATA ACCESS AND QUALITY

- Pulling data quickly when needed.
- Outstanding information for grant writing.
- Quality of your analysis.
- Access to state and college-wide data.
- Disseminating info and presenting it in readable prose.
- Good analysis of data - ability to pinpoint key findings from wealth of data.
- Creditability of data.
- The sheer number of facts at its disposal.
- Providing all of us with accurate statistics.
- Access to data & ability to communicate the analysis in language anyone can understand.
- Thoroughness of reports!
- Access to and ability to distill large amount of student-related data.
- Providing excellent statistics that proves accountability and aids in making decision.
- Ability to collect data and present it for use in the future.
- Data that is available on demand.
- Providing information in specific areas.
- Publishing unique information about the student body that is not available from any other source.
- Succinct presentation.
- Valuable data to support decisions.
- Preparing info and making available to any faculty who wants it.
- Having an excellent resource for information and useful data.
- The ability to gather factual info in a centralized manner for the use & benefit of the institution.
- Comprehensive observation and data collection and transmittal.
- Data info & content - clean & good .
- Knowledge of information.
- Research facts.
- Its accuracy & thus objectively.
- Good & reliable info.
- Concise reports which extract possible causes and effects as supported by data.
- Accessibility.
- The extensive long-term categories on the college.
- Ability to access data, interpret & generate reports to meet requests or needs.
- Accuracy and ability to tabulate information for distribution in a timely manner.

READINESS/PROACTIVE STANCE

- Responsiveness to request for info by Academic areas.
- Current, up-to-date data.
- Timeliness of topics.
- Ability to produce research on a variety of issues on a continuous basis.
- Timeliness.
- The ability to quickly collect information for research and to inform the faculty of the findings on a timely and useful basis.
- Provide evidence as to whether innovation & programs really work & then use this information for decision making.
- Prompt response time.
- Ability to anticipate research needs & provide data/expertise.
- Relevance.
- Ability to identify topics & gather data.
- Thoroughness, completeness. Ability to anticipate areas to be studied.
- Excellent information for decision-making.
- Timely information.
- Reacting to needs of the College in a timely manner.
- Quick number crunching.
- Data for decision-making.
- Ability to generate data & reports with quick turnaround time.
- Willingness to provide immediate support to this Campus by providing data that assist with decision making.
- Timeliness of topics.
- Ability to respond to special reports.
- Presenting timely information in usable format.
- You report regularly on topics.

PERSONNEL/HUMAN RESOURCES

- Thorough & courteous service.
- Comprehensive range of research insights.
- Suggestion on how to acquire information for evaluation and decision making.
- Leadership (the Dean) & staff.
- Personnel.
- Its director & senior staff.
- People w/ abilities & talent.
- Cathy Morris!
- Timeliness in responding to requests for information, quality of staff, willingness to help.
- Professionalism, competency.
- Marcia Belcher is wonderfully helpful!
- It's staff-easy to work with; knowledge & experience.
- Clarity of expression for enhancement of statistical data.
- Response to demands made of it.
- Maintains objectivity in gathering & presenting data.

- Competent staff.
- Strength of staff.
- Being flexible and ready to aid in gathering specific data needed. Very helpful in aiding departments develop surveys.
- Helpfulness of staff.
- I have always found IR to be helpful whenever I have called for info.
- Providing answers when needed.
- Responding to data requests.
- Consistency of reports, willingness to work with other departments.
- Willingness to conduct research and referral to appropriate reports.
- Objectivity; willingness to cooperate w/ users.
- The staff is cooperative, upbeat.

OTHER

- Unable to evaluate.
- I don't know. I don't know much about what Institutional Research really does.
- The fact that it exists at all. Some community colleges do not have such an office.

Appendix G

Responses to the Question "What would most improve Institutional Research's performance?" Sorted by Content

PLANNING AND LINKING

- Assistance to our individual departmental needs for graduate & employer follow-up (needed for accred).
- I would like to know why certain data were collected and how it ties into the college goals/missions, what are the implications of info?
- We need more help at the "local" level- Having access to 1 person (Marcia Belcher) is very helpful.
- Wider dissemination to faculty.
- Including bibliographic information in the Library catalog & maintaining publications at all campus libraries.
- Continued effort in providing data and research support to other institutions within the college.
- More campus interaction to "shed light" with data.
- Research externally in community.
- More input as to areas of emphasis.
- Periodically ask about new research topics.

CAMPUS-LEVEL FOCUS

- Provide campus specific data and analysis.
- Computerized data available on demand at the campus level.
- More timely responsiveness to requests for specific data or reports done by campus.
- Availability of data on line for campus access.
- More involvement with a specific campus for local projects, dec mek, etc.
- More staff to work with campuses on a regular, on-going basis.
- I would like for I.R. to expand its data gathering by Centers - i.e., IAC on such topics as Financial Aid info., etc.

CHANGES IN PRESENTATION OF RESULTS

- Share method of gathering data & arriving at conclusions; any software programs involved? SPSS (?).
- Provide more readable format - Summaries of data.
- Layout of info --- maybe some "visual" breakthrough to make reading flow.
- More in-depth info.
- More information in RR's, specifying how decision-makers can directly use information to enhance decision-making.
- Clearer, more lively prose that uses correct grammar.

RESOURCES

- Ability to respond to specific info. requests in an as-needed basis- ie custom analysis.
- Greater research ability - Too limited by our computer program.
- More computer operations staff assigned specifically to Instit Res. projects.
- Availability on shadow with a search ability by name, etc. etc.
- Need more staff so more individual campus & dept. data can be gathered.
- Having some of the reports more readily available, possibly as overnight jobs run through the computer center.
- Larger staff.
- More support from CAP, better mainframe data bases.
- To be able to produce qualitative reports such as surveys and focus groups. Our service delivery to students in most campuses is not people friendly at all.

TOPICS

- Would like more research on specific program students and graduates on a cyclical basis.
- I'd like to see some focused inquiries about student satisfaction with facilities, equipment, advising.
- Beginning to do research which was requested by A. Small in 1992 - Profile of 21A students.
- More generalities for specific disciplines or departments.
- Diversify the areas you look at.
- Attempt more studies on the majority of students that don't obtain an Associate Degree to enable us to better respond to these students' needs.
- More interrelated study, i.e. night student priorities matched to age/ethnic/sex.

OTHER

- Fine as is.
- N.A.
- I think you are doing a fine job - keep up the good work.
- I like it as is to date.
- ?
- ?
- Cannot think of any suggestions.
- I cannot think of anything.
- Please rush the new FACT Book!
- No opinion.
- Can't think of anything at the moment.
- N/A
- ?
- I think IR is doing a fine job.
- Objectivity & Accuracy above all.

- Nothing.
- Timeliness.
- ?

Appendix H

Responses to the Question "What issue or topic would you like to see Institutional Research address during the next six months?" Sorted by Content

OUTCOMES AND EFFECTIVENESS MEASURES

Alumni

- Graduate & employer follow-up; student follow-up.
- How well is M-DCC Business program providing the business community with hireable talent.
- Follow graduates into 4 yr. college/univ. or Cont. Educ. courses.
- Hospitals & Health care facilities where are graduates are employed.
- "Tracking" info. of students attending M-DCC North.

CLAST

- More on CLAST results vis-a-vis courses taken.
- More CLAST in Math - breakdown of types of questions missed.
- Continued input on CLAST results.
- Performance on CLAST - students w/ 6 or more credits of college. coursework (in Math & English) vs students w/ 3 credits.
- More on CLAST.
- CLAST - By campus, MGF 1113, Special Workshops Results. If you do discuss this, call Ron Stearns 7-2084.

College Preparatory

- 1) have College prep classes increased as compared to regular college level courses; are we remediating more students?
- More in-depth analysis of performance data by factors such as academic readiness, demographic (such as students' first language = English or other or by age).
- How to assist college in addressing more students with remedial needs and its impact on "open" admissions.
- The relationship between student placement in college prep and success in subsequent relative courses as compared to students who do not begin in college prep.
- Retention/attrition/success studies of various College Prep courses/and programs.

Recruitment and Retention

- Recruitment - retention in urban marketplace.
- Retention by descriptive variables.
- Recruitment and Retention of Vocational Certificate students.

Surveys

- Student attitudes/opinions concerning use of Library resources.
- As above, I'd like to prove the vast underbelly of the beast. Focused inquiries about divisions, student services, adequacy of space for informal student gathering, etc.
- Customer/student quality surveys.
- Construction of surveys to meet SACS requirements
- Satisfaction of outreach centers w/ service from home campus.
- Community needs analysis re: vocational pgms.

Various

- Track non-declared majors/what happens to (1) those entering college prep (2) those that complete a few credit courses or a few PSAV courses (3) info. on SVE (Supp. Voc. Ed.) enrollees.
- PSAV student outcomes.
- Student tracking begin ---> grad.
- Effectiveness of technology in the classroom; would like to continue to see more non-CLAST related studies.

STUDENT DEMOGRAPHICS

- Data collection on Disabled students.
- Number of first-generation students at MDCC.
- Background of students with both computers - Did they use them & if so how - in high school - plus reading backgrounds.
- Create for each campus - trends as you see them.
- Enrollment losses.
- More info on students with disabilities.
- It would be helpful if IR could give us estimates of enrollment that are true and accurate - IR should have forecast a drop in enrollment (due to changes in birth rates, high school cohort population, etc.) and told department chairs so that we could make appropriate adjustments to class sections and advertising.
- Enrollment pattern and factors that influence such for in-coming students.
- More on gender; comparison to other institution, more areas in communications.
- Enrollment analysis: what age gp, what demographics of 1st time students, P/T v. F/T, etc.
- FIU's impact on MDCC enrollment.

FINANCIAL

- Perhaps more specificity for non-academic programs - cost of T/L project, etc.
- Funding - comparative.
- Relevance of M-DCC plan to allocation and use of cost-to-continue funds and Block grant.

OTHER

- Cultural basis of learning styles (Howard Gardner's Theory in Multiple Intelligences applied to identify and discern learning styles MDCC accommodates well).
- Role of liberal arts in the community college.
- Talk to me.
- More timely responsiveness to requests for specific data or reports done by campus.
- ?
- See #9.
- No opinion.
- Same.
- ? N/A
- Grade inflation before and after teaching/learning reforms.
- Many - but don't know - "mission" of IR - to prioritize.
- Need for personal counseling for students.
- I think much decision making at Miami-Dade is based on the old model of a place that prepares students to enter the university - how have we changed? What are students really studying and why do they come here?
- Qualitative inf. about the decision process of students, parents + CAP counselors of attending MDCC.
- Faculty & staff characteristics & forecasts on their changing role(s).
- Future needs of college.
- (1) Ethnic mix of personnel at all levels of the college (2) How are we doing as volunteers to solve community problems.

Miami-Dade Community College

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AND DOES NOT DISCRIMINATE ON THE BASIS OF HANDICAP. 4/88